

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Main Street Elementary

District: Florence Three

Principal: Angelia Scott

Superintendent: Beth Wright

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

The following information must be included in the rationale:

- **Summary of demographic information from 2007 School Report Card**
 - **School Profile (students, teachers, school)**
 - **Population diversity (refer to Performance of Student Groups)**
 - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format with brief explanation of data**
 - **Test Data (PACT/HSAP/EOC Exams)**
 - **Graduation rate (if applicable)**
 - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

Demographic Information

Main Street Elementary is a Title I school with 97% poverty, and is located in Lake City, South Carolina, an economically deprived, rural area of the Pee Dee. 80% of the students live within 5 miles of the school and many live in government subsidized housing areas. There are approximately 464 students in grades CD-5. 399 students are black, 59 are white, 3 are Hispanic, and 3 are classified as other. 448 of our students are on free and reduced lunch. 344 of our students live in single parent households, as indicated by our SASI database. We have 30 students with special needs other than speech. The principal for the 2008-2009 school year is beginning her third year as principal and her first at the school. This is the third principal the school has had in the last 5 year period. The attendance rate for Main Street Elementary students is 97.9%. For the next school year, based on an analysis of teacher contracts, there will be 13 out of 32 teachers who will be new to the school.

In reviewing the past achievement levels of Main Street Elementary since 2003, the school has dropped 1/10th of a point in absolute value each year except this past year, going from a 2.7 absolute value in 2003 to a 2.4 absolute value in 2006 to a 2.5 absolute value in 2007. The absolute rating for the report card for 2007 was unsatisfactory but the improvement rating improved from unsatisfactory to average.

65.3% of all students scored Basic or above on PACT in ELA, but there is a definite gap in group performances in ELA. Males at Main Street Elementary 51.1% of males scored Basic or above but 78.1% of females achieved that same level. 88.3% of white students scored Basic or above on PACT ELA, but 60.7% of African American students scored at the Basic or above level. 69.2% of nondisabled students scored Basic or above, and 63.7% of students on subsidized meals scored Basic or above.

On the mathematics portion of PACT, 60.7% of the students scored Basic or above. 57.4% of males scored Basic or above and 63.9% of females scored Basic or above. 76.5% of white students scored Basic or above while 57.5% of African American students scored Basic or above.
60% of the students on subsidized meals scored at the Basic or above level.

In science, only 29.5% of all students scored Basic or above on the 2006/2007 PACT. 31% of males and 28.1% of females scored Basic or above. 68.4% of white students and 22.3% of African-American students scored Basic or above. Only 7.1% of disabled students scored Basic or above in science and 27% of students qualifying for subsidized meals scored Basic or above.

In social studies, 42.9% of students scored Basic or above. 37.3% of males and 48.5% of females scored Basic or above. 22.2% of the disabled population scored Basic or above and 40.2% of students with subsidized meals scored at this level.

Test Data

PACT: English/Language Arts *(percentage of students)*

<i>Grade</i>	<u>Below Basic</u>			<u>Basic</u>			<u>Proficient</u>			<u>Advanced</u>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	19.4	26.6	22.7	58.1	46.9	31.8	22.6	25.0	40.9	0	1.6	4.5
4	44.4	48.4	39.4	38.9	38.7	43.9	15.3	12.9	15.2	1.4	0.0	1.5
5	48.1	37.2	43.1	40.5	47.4	50.0	11.4	14.1	6.9	0	1.3	0.0

PACT: Mathematics *(percentage of students)*

<i>Grade</i>	<u>Below Basic</u>			<u>Basic</u>			<u>Proficient</u>			<u>Advanced</u>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	36.4	50.0	46.3	54.5	43.8	40.3	9.1	3.1	10.4	0	3.1	3.0
4	40.3	41.9	40.9	33.3	38.7	42.4	20.8	14.5	12.1	5.6	4.8	4.5
5	50.6	50.0	29.3	44.6	37.2	51.7	3.6	6.4	15.5	1.2	6.4	3.4

PACT: Science (percentage of students)

<i>Grade</i>	<u>Below Basic</u>			<u>Basic</u>			<u>Proficient</u>			<u>Advanced</u>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3		75.0	57.1		20.3	39.3		4.7	3.6		0.0	0.0
4		67.7	75.4		25.8	18.5		1.6	0.0		4.8	6.2
5		67.9	72.4		21.8	24.1		3.8	3.4		6.4	0.0

PACT: Social Studies (percentage of students)

<i>Grade</i>	<u>Below Basic</u>			<u>Basic</u>			<u>Proficient</u>			<u>Advanced</u>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3		59.4	48.7		35.9	51.3		3.1	0.0		1.6	0.0
4		50.0	61.5		40.3	30.8		8.1	6.2		1.6	7.7
5		60.3	58.6		26.9	34.5		6.4	6.9		6.4	6.9

An analysis of the 2006-2007 PACT ELA scores for each grade level indicates that at grade 3, 19.1 scored Below Basic, 37.5% scored Below Basic in grade 4, and 38.6% scored Below Basic in grade 5. From this year's current fifth graders, 11 out of 64 tested scored at the Below Basic One level in ELA, 24 in the Below Basic One level in Science and 7 in the Below Basic One level in social studies. From this year's current fourth graders who took PACT, 7 out of 68 scored at the Below Basic One Level and 16 out of 68 scored Below Basic. 15 out of 18 students with disabilities scored below basic and three scored basic. No student with disabilities scored proficient or advanced in ELA. In the spring administration of MAP, the following indicators show that 38.5% of third graders, 57.4% of fourth graders, and 50.9% of fifth graders were scoring at the Basic or higher level in ELA. Even though we have a relative low number students scoring Below Basic on PACT, approximately 40% of those students are said to be "targeted students"-those students in danger of dropping a level if strategies are not implemented to increase the achievement levels of the students. The following chart demonstrates the poor overall performance in language arts on PACT since 2003 for each grade level.

An analysis of PACT data in Math indicates at grade approximately 53% scored Basic or above, at grade 4, 62% scored Basic or above, and at grade 5, 75% scored Basic or above. 20 out of 68 current fourth graders scored at the Below Basic One level and 17 out of 66 students scored at the BB1 level for the current fifth graders. 13 out of 18 students with disabilities scored below basic and 5 scored at the basic level on the 2006-2007 administration of PACT. No student with disabilities scored at the proficient or advanced level on PACT.

Analyzing the data longitudinally, students scoring Below Basic in Science have actually increased over the past three years. With science being a large portion of the percentages in accountability, change must happen in this area to increase absolute scores.

A longitudinal analysis of social studies also indicates that more students from the previous year are scoring at the Below Basic level than in the previous year, even though percentage levels in grade 3 and grade 5 dropped slightly.

Process

The leadership team of Main Street Elementary analyzed test scores over the course of the past year. The leadership team consisted on classroom teachers, the assistant principal, the school's ELA and math master teachers, the current principal and the principal for the coming year. We utilized the PACT data, but also used the benchmark MAP tests to indicate where our students were with each benchmark. We analyzed observations for areas of concern and also looked at teacher instructional methods in the core content areas. The School Improvement Council/School-wide Planning Committee also had input and gave suggestions for strategies and areas where improvement could be made.

Summary

In summary, the high number of students scoring at the Below Basic level in science and social studies indicates a need for immediate and focused measures. We know by analyzing the data and the use of the absolute value calculator that if we meet our expected goals stated below, that our absolute value index will increase to the level needed as our position of a 2009 school and expected progress. We have carefully looked at research-based strategies which will be the most effective for the student body and level of teacher experience expected at our school for the 2008-2009 school year.

Narrative

We chose three main goals for improvement of student achievement and to meet or exceed our expected progress goal. Because of the low achievement scores in science, increasing the number of students scoring at the Basic or above level in science will be a major step in meeting expected progress. Continuing to increase the number of students scoring Basic or above in English language arts and in

mathematics, evidenced by the MAP test, will bring our school to the expected level of student achievement necessary. Both the principal's goals and the district goals will also be tied into student achievement and will rely heavily on observations and professional development.

Goal 1: By April 1, 2009, 70% of the targeted students in grades 3-5 will demonstrate an average increase their overall MAP Reading score by the predetermined growth rate as measured by the Spring MAP test. Reading achievement calculations were determined according to NWEA National Growth Norms.

Goal 2: By April 1, 2009, 70% of the targeted students in grades 3-5 will demonstrate an average increase their overall MAP Math score by the predetermined growth rate as measured by the Spring MAP test. Math achievement calculations were determined according to NWEA National Growth Norms.

Goal 3: By April 1, 2009, 70% of the targeted students in grades 3-5 will demonstrate an average increase their overall MAP Science score by the predetermined growth rate as measured by the Spring MAP test. Science achievement calculations were determined according to NWEA National Growth Norms.

Rationale

Due to the change in SC State Proficiency Levels, the Student Achievement Goals needed to be reworded using measurable criteria; therefore, NWEA National Growth Norms were used.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

July 2008

Analyze arriving PACT scores.

Begin training teachers in curriculum areas based on needs. (This will also be done at the district level).

August 2008

Analyze PACT scores with academic team and also with entire faculty.

Pretest students in ELA, Math, and Science with the Measure of Academic Progress (MAP).

Begin Teacher Advancement Cluster meetings for professional development.

Give Science Benchmark for the first period. Analyze results.

Give beginning of the year writing prompt.

September 2008

Complete MAP & DIBELS testing and analyze student data in individual areas. Determine “selected students” and identify specific interventions for these students.

Continue with the Teacher Advancement Cluster meetings.

Meet with parents to discuss intervention strategies and their role in the intervention.

Begin our extended day program for grades 1-5.

Beginning of month, analyze writing prompt for strengths and needs.

Begin interventions based on MAP scores (Intervention Block).

Host first Parenting Session; Curriculum Night.

October 2008

Continue the Teacher Advancement Cluster meetings.

Give monthly writing prompt. Analyze and compare with the beginning of the year prompt and look for areas of growth, school-wide need, etc.

Give science benchmark posttest for period 1 and science pretest for period 2.

Begin Curriculum Boards.

November 2008

Continue the Teacher Advancement Cluster meetings.

At the end of the month begin winter testing for MAP in math, science, ELA.

Give monthly writing prompt. Analyze and compare with previous prompts.

December 2008

Continue the Teacher Advancement Cluster meetings.

Continue MAP testing in math, science, and ELA.

Give monthly writing prompt. Analyze and compare with previous months.

Give science benchmark posttest for period 2 and pretest for period 3.

January 2009

Continue the Teacher Advancement Cluster meetings.

Analyze data from MAP tests. Revisit student interventions and make adjustments as needed.

Give monthly writing prompt. Score and analyze data and compare with previous data.

February 2009

Continue the Teacher Advancement Cluster meetings.

Give monthly writing prompt at the end of the month. Score and analyze data and compare with previous data.

Give posttest for period 3 science benchmark.

March 2009

Begin spring MAP test.

Complete MAP testing and analyze final results for ERT.

April 2009

Analyze and prepare ending report for External Review Team.

May 2009

Complete the last rotation of the Intervention Blocks.

Complete the afterschool and morning intervention classes.

Collect feedback from the faculty and students regarding the intervention programs

Prepare for PASS testing.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: Goal 1: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their over all MAP Reading score by the predetermined growth rate as measured by the Spring MAP test. Reading achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	11 pts.
Grade 4	9 pts.
Grade 5	8 pts.

MAP: Measure of Academic Progress

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Increase the use of research-based reading/writing strategies by providing 100 minutes of professional development each week through the Teacher Advancement Program.	Master Teachers (Liebenrood, Shaluta, Williams), Principal (Scott)	September 2008	Providing professional development through the Master Teachers supports the achievement of this goal. <ul style="list-style-type: none"> At the Leadership Team meeting each week, the team will outline a drop-in schedule for the week and will implement it during the week. (LT Meeting Minutes- Scott) A master calendar of all cluster meetings and the times they are held will be compiled by the Master Teachers. (Master Calendar- Liebenrood, Shaluta, Williams) Follow up will occur at the next administrative team meeting to review the Walk-through Forms and Observations to review the amount of time spent on the specific strategies covered during the Cluster Meetings. (Lesson plans, WT/Observations/Analysis Form- Scott) When necessary, the Master Teachers will model the strategies in the classroom and/or team teach to ensure the successful implementation of the strategies. Schedule of observations from the Master Teacher will show the number of times and the strategies modeled within classrooms (MT Schedule- Liebenrood, Shaluta, Williams). The principal will follow up by meeting with any teacher who is not implementing the strategies, will provide assistance, and will document the meeting in writing

			(Letters-Scott).
2. Parents will be trained in the best way to help their child achieve with through a series of Family Night workshops.	Parent Liaison (Montgomery)	September 2008	Providing parents with information/training <ul style="list-style-type: none"> • Sign-sheets will be collected to document attendance. (Montgomery) • Feedback sheets will be collected from participants, and will be analyzed to determine the effectiveness of the course. (Montgomery)
3. Students in need of extra instructional time will participate in a targeted program (Early Bird Computer class/Classworks). <i>Note: Classworks is a comprehensive computer program that is standards-based, aligned to the state standards that individualize each lesson.</i>	Computer Lab Monitor (B. Cook), Asst. Principal (Linda Gray)	Sept. 2008	Classworks will be used to provide on-grade level instruction and remediation. <ul style="list-style-type: none"> • Rosters and attendance records will be kept to document the amount of time students spend using the program. (Becky Cook) • Classwork Reports will be kept that document student progress. (Linda Gray) • Follow up will occur at the next Tier I Team meeting to review student progress and make recommendations for continued or extended Classworks sessions. (Linda Gray)
4. Students in need of extra instructional time will participate in a targeted program (TEAM). <i>Note: TEAM (Together Everyone Achieves More) is an after school program which focuses on tying sports into instruction.</i>	Extended School Coordinators (J. Cook)	Sept. 2008	The TEAM after school program will provide on-grade level instruction and remediation. <ul style="list-style-type: none"> • Rosters and attendance records will be kept to document the amount of time students spend in the program. (Jason Cook) • Benchmark tests will be kept that document student progress. (Jason Cook) • Follow up will occur at the next Tier I Team meeting to review student progress and make recommendations for additional interventions (Classworks). (Jason Cook)
5. Teachers will use data from MAP, PACT, and DIBELS assessments to make decisions about instruction and student achievement. Data notebooks will be kept by all teachers so student work can be analyzed and assistance determined.	Teachers, Principal (Scott), Tier I Team	September 2008	Data notebooks will be analyzed to determine student growth. <ul style="list-style-type: none"> • Teachers will meet with the Leadership Team each month to discuss student progress and the interventions used. (Scott) • Follow up will occur at the next Tier I Team meeting to review student progress and make recommendations for additional interventions. (Scott)
6. The Intervention Block will be implemented to proactively meet the needs of all students by teaching students on their RIT Band level.	Teachers, Interventionalist (State)	Sept. 2008	The targeted assistance provided through the Intervention Block will specifically address the individual gaps as identified through data. <ul style="list-style-type: none"> • Lesson plans will be developed for each RIT Band level in the 5 subareas of Math and the 5 subareas of Reading using DesCartes as a guide. (Lesson Plans- State) • A Master Calendar will be developed that outlines the Intervention Block Schedule for the year. (State) • Pre and post tests will be kept that document student progress. (State) • Follow up will occur at the next Tier I Team meeting to

			review student progress and make recommendations for additional interventions. (State)
7. Teachers will implement Daily Curriculum Boards, a review program that supplements the curriculum by aiding in the review and retention of previously taught concepts.	Teachers	October 2008	<p>Curriculum Boards will serve as a daily review for students. Reviewing materials each day will reinforce concepts previously taught.</p> <ul style="list-style-type: none"> • Curriculum Board materials will be made accessible to each teacher. • Teachers will utilize Daily Curriculum Boards in ELA and Math at the beginning of each day or the beginning of each class period. • A comment will be added to the Walk-through forms to ensure that curriculum boards are in place and up-to-date. • The principal will follow up by meeting with any teacher who is not implementing the Daily Curriculum Board, will provide assistance, and will document the meeting in writing (Letters-Scott).
8. Parents will be trained in the best way to help their child achieve thorough a series of workshops.	Teachers	September 2008	<p>Teachers will host a series of Family Nights that will provide parents with ways to help their students achieve.</p> <ul style="list-style-type: none"> • Sign-in sheets will be collected (Parent Liaison). • Feedback forms will be completed by participants. (Parent Liaison). • The Leadership Team will analyze the feedback forms to determine the effectiveness of the course (Parent Liaison).

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: Goal 2: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their over all MAP Math score by the predetermined growth rate as measured by the Spring MAP test. Math achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	13 pts.
Grade 4	11 pts.
Grade 5	11 pts.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Increase the use of research-based math strategies by providing 100 minutes of professional development each week through the Teacher Advancement Program.	Master Teachers, Principal	January 2009	Providing professional development through the Master Teachers supports the achievement of this goal. <ul style="list-style-type: none"> At the Leadership Team meeting each week, the team will outline a drop-in schedule for the week and will implement it during the week. (LT Meeting Minutes-Scott) A master calendar of all cluster meetings and the times they are held will be compiled by the Master Teachers. (Master Calendar- Liebenrood, Shaluta, Williams) Follow up will occur at the next administrative team meeting to review the Walk-through Forms and Observations to review the amount of time spent on the specific strategies covered during the Cluster Meetings. (WT/Observations/Analysis Form- Scott) When necessary, the Master Teachers will model the strategies in the classroom and/or team teach to ensure the successful implementation of the strategies. Schedule of observations from the Master Teacher will show the number of times and the strategies modeled within classrooms (MT Schedule- Liebenrood, Shaluta, Williams). The principal will follow up by meeting with any teacher who is not implementing the strategies, will provide assistance, and will document the meeting in writing (Letters-Scott).

2. Parents will be trained in the best way to help their child achieve with through a series of Family Night workshops.	Parent Liaison (Montgomery)	September 2008	Providing parents with information/training <ul style="list-style-type: none"> • Sign-sheets will be collected to document attendance. (Montgomery) • Feedback sheets will be collected from participants, and will be analyzed to determine the effectiveness of the course. (Montgomery)
3. Students in need of extra instructional time will participate in a targeted program (Early Bird Computer class/Classworks). <i>Note: Classworks is a comprehensive computer program that is standards-based, aligned to the state standards that individualize each lesson.</i>	Computer Lab Monitor (B. Cook), Asst. Principal (Linda Gray)	Sept. 2008	Classworks will be used to provide on-grade level instruction and remediation. <ul style="list-style-type: none"> • Rosters and attendance records will be kept to document the amount of time students spend using the program. (Becky Cook) • Classwork Reports will be kept that document student progress. (Linda Gray) • Follow up will occur at the next Tier I Team meeting to review student progress and make recommendations for continued or extended Classworks sessions. (Linda Gray)
4. Students in need of extra instructional time will participate in a targeted program (TEAM). <i>Note: TEAM (Together Everyone Achieves More) is an after school program which focuses on tying sports into instruction.</i>	Extended School Coordinators (J. Cook)	Sept. 2008	The TEAM after school program will provide on-grade level instruction and remediation. <ul style="list-style-type: none"> • Rosters and attendance records will be kept to document the amount of time students spend in the program. (Jason Cook) • Benchmark tests will be kept that document student progress. (Jason Cook) • Follow up will occur at the next Tier I Team meeting to review student progress and make recommendations for additional interventions (Classworks). (Jason Cook)
5. Teachers will use data from MAP, and PACT assessments to make decisions about instruction and student achievement. Data notebooks will be kept by all teachers so student work can be analyzed and assistance determined.	Teachers, Principal (Scott), Tier I Team	September 2008	Data notebooks will be analyzed to determine student growth. <ul style="list-style-type: none"> • Teachers will meet with the Leadership Team each month to discuss student progress and the interventions used. (Scott) • Follow up will occur at the next Tier I Team meeting to review student progress and make recommendations for additional interventions. (Scott)
6. The Intervention Block will be implemented to proactively meet the needs of all students by teaching students on their RIT Band level.	Teachers, Interventionalist (State)	Sept. 2008	The targeted assistance provided through the Intervention Block will specifically address the individual gaps as identified through data. <ul style="list-style-type: none"> • Lesson plans will be developed for each RIT Band level in the 5 subareas of Math and the 5 subareas of Reading using DesCartes as a guide. (Lesson Plans- State) • A Master Calendar will be developed that outlines the Intervention Block Schedule for the year. (State) • Pre and post tests will be kept that document student progress. (State) • Follow up will occur at the next Tier I Team meeting to

			review student progress and make recommendations for additional interventions. (State)
7. Teachers will implement Daily Curriculum Boards, a review program that supplements the curriculum by aiding in the review and retention of previously taught concepts.	Teachers	October 2008	<p>Curriculum Boards will serve as a daily review for students. Reviewing materials each day will reinforce concepts previously taught.</p> <ul style="list-style-type: none"> • Curriculum Board materials will be made accessible to each teacher. • Teachers will utilize Daily Curriculum Boards in ELA and Math at the beginning of each day or the beginning of each class period. • A comment will be added to the Walk-through forms to ensure that curriculum boards are in place and up-to-date. • The principal will follow up by meeting with any teacher who is not implementing the Daily Curriculum Board, will provide assistance, and will document the meeting in writing (Letters-Scott).
8. Parents will be trained in the best way to help their child achieve thorough a series of workshops.	Teachers	September 2008	<p>Teachers will host a series of Family Nights that will provide parents with ways to help their students achieve.</p> <ul style="list-style-type: none"> • Sign-in sheets will be collected (Parent Liaison). • Feedback forms will be completed by participants. (Parent Liaison). • The Leadership Team will analyze the feedback forms to determine the effectiveness of the course (Parent Liaison).

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: Goal 3: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their over all MAP Science score by the predetermined growth rate as measured by the Spring MAP test. Science achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	11 pts.
Grade 4	9 pts.
Grade 5	9 pts.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Science kits will be used in the in Kindergarten through Fifth grade to expose students to hands-on instruction that is critical for improving students' understanding of concepts.	Science Lab Teacher (Rogers)	September 2008	Scientific knowledge advances when scientists make observations, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate new information. <ul style="list-style-type: none"> The Lead Science Teacher will work with teachers to develop a pacing guide for using the science kits. (Rogers) The Lead Science Teacher will meet with teachers to provide staff development each nine weeks to support teaching the science kits. A calendar of staff development will be developed. (Rogers) Lesson plans will be reviewed to ensure the use of science kits. The lead science teacher will review science lesson plans and provide a weekly report to the Leadership Team of when kits are being used. (Rogers) The principal will follow up by meeting with any teacher who is not implementing the use of the science kits, will provide assistance, and will document the meeting in writing (Letters-Scott).
2. Students in grades Kindergarten through Fifth grade will gain hands-on investigation through laboratory experimentation focusing on the scientific Inquiry Skills.	Science Lab Teacher (Rogers)	September 2008	Providing a Science Lab supports the achievement of this goal. <ul style="list-style-type: none"> Rosters and attendance records will be kept to document the amount of time students spend in the program. (Rogers) MAP (Concepts & Processes) tests will be analyzed document student progress. (Rogers) All students will be taught Science Notebooking. Notebooks will be analyzed to adjust instruction.

			<p>(Rogers)</p> <ul style="list-style-type: none"> •
3. Teachers will use data from MAP, and PACT assessments to make decisions about instruction and student achievement. Data notebooks will be kept by all teachers so student work can be analyzed and assistance determined.	Teachers, Principal (Scott), Tier I Team	September 2008	<p>Data notebooks will be analyzed to determine student growth.</p> <ul style="list-style-type: none"> • Teachers will meet with the Leadership Team each month to discuss student progress and the interventions used. (Scott) • Follow up will occur at the next Tier I Team meeting to review student progress and make recommendations for additional interventions. (Scott)
4. Parents will be trained in the best way to help their child achieve thorough a series of workshops.	Teachers	September 2008	<p>Teachers will host a series of Family Nights that will provide parents with ways to help their students achieve.</p> <ul style="list-style-type: none"> • Sign-in sheets will be collected (Parent Liaison). • Feedback forms will be completed by participants. (Parent Liaison). • The Leadership Team will analyze the feedback forms to determine the effectiveness of the course (Parent Liaison).
5. All Science teachers will use the Anderson 5 Curriculum for science lessons.	Teachers	August 2008	<p>Students need hands-on experiments to develop and internalize science concepts.</p> <ul style="list-style-type: none"> • Lesson plans will be reviewed weekly by the Leadership Team and feedback will be given to classroom teachers. (Leadership Team) • Leadership Team will conduct formal observations and Walk Through observations that will focus on the use of explorations lessons from Anderson 5. (Scott) • Goal setting conferences will be based to help each child monitor student progress. (Teachers)
6. Cluster groups will meet weekly for professional development on small group instruction and research based strategies.	Master Teachers	August 2008	<p>Cluster groups will analyze student trends in relationship to growth due to the use of small group instruction, science kits and research based strategies.</p> <ul style="list-style-type: none"> • Cluster meeting agendas will be used each week to ensure the teachers have the critical attributes needed for maximizing the effectiveness of the strategy. (Shaluta, Liebenrood, Williams) • Leadership Team Logs will be used to ensure the team's focus continues to be on field testing the strategy and making adjustments according to student trends (Scott). • Focused walk through observations will be used to guide individual teacher conferences (Scott, Gray, Cook).

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 2009, the principal will have utilized all available information and resources to analyze data, determine strengths and needs, and provide staff development for those needs in order to meet the student achievement goals established within this plan and listed below:

Goal 1: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase their overall MAP Reading score by the predetermined growth rate as measured by the Spring MAP test. Reading achievement calculations were determined according to NWEA National Growth Norms.

Goal 2: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase their overall MAP Math score by the predetermined growth rate as measured by the Spring MAP test. Math achievement calculations were determined according to NWEA National Growth Norms.

Goal 3: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase their overall MAP Science score by the predetermined growth rate as measured by the Spring MAP test. Science achievement calculations were determined according to NWEA National Growth Norms.
(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The principal, along with the School Leadership Team, will analyze all aspects of the school, including test scores, environment surveys, parent surveys, etc. to determine strength, weaknesses and strategies to overcome deficiencies.	Principal/Angelia Scott	August 2008	Data notebooks will be analyzed to determine instructional strengths and weaknesses in order to plan professional development opportunities that would enhance student achievement. <ul style="list-style-type: none"> • The Leadership Team will meet each week to review the Walk-through Forms and Observations to analyze the Refinement and Reinforcement areas of the teaching staff. (Walk-through forms, Observation Forms, Leadership Team Meeting Minutes- Scott) • When necessary, the Master Teachers will provide additional assistance to teachers who continue to have the same areas of Refinement (MT Schedule- Liebenrood, Shaluta, Williams). • The principal will follow up by meeting with any teacher who is not progressively improving to provide individual assistance based on their needs, and will document the meeting in writing (Remediation Plan, Letters-Scott).

<p>2. The principal will schedule appropriate staff development to meet the needs determined by the assessment of data such as test scores, observations, and surveys, using surveys/feedback to evaluate the effectiveness of professional development activities.</p>	<p>Principal/Angelia Scott</p>	<p>November 2008</p>	<p>The Staff Development Plan is to provide the opportunity for improved curriculum and instruction, to create elemental shifts in how teachers deliver information to students, and to create an environment in which teachers are open to learning about and trying new educational strategies.</p> <ul style="list-style-type: none"> • Teachers, with the help of the Leadership Team, use the school plan, cluster goals, and any teacher evaluation information from individual observations to establish Individual Growth Plans. (IGPs- Master Teachers) • Individual Staff Development Plans will be developed with teachers who are not progressively improving to provide individual assistance based on their needs. (ISDP-Scott) • Sign-in sheets will be collected to document attendance. (Scott) • Feedback sheets will be collected from participants, and will be analyzed to determine the effectiveness of the course. (Scott)
<p>3. The Leadership Team will conduct monthly observations, meet with teachers to reflect on observations, and plan actions for cluster meetings that meet the needs of the teachers.</p>	<p>Principal/Angelia Scott Asst. Principal Master Teachers</p>	<p>October 2008</p>	<p>The information gathered from formal and informal observations will inform Cluster Action Plans.</p> <ul style="list-style-type: none"> • At the Leadership Team meeting each week, the team will outline a drop-in schedule for the week and will implement it during the week. (LT Meeting Minutes- Scott) • A master calendar of all observations and the times they are held will be compiled by the Leadership Team (Observation Schedule- Linda Gray) • Follow up will occur at the next administrative team meeting to review the Walk-through Forms and Observations to develop an Action Plan for Cluster Meetings. (Cluster Schedule- Master Teachers)

4. The Leadership team will provide in-service on the instructional rubric which are components of effective teaching and learning through which are on the walk-about evaluation instrument.			<p>Providing professional development through the Master Teachers supports the achievement of this goal.</p> <ul style="list-style-type: none"> • At the Leadership Team meeting each week, the team will outline a drop-in schedule for the week and will implement it during the week. (LT Meeting Minutes-Scott) • A master calendar of all cluster meetings and the times they are held will be compiled by the Master Teachers. (Master Calendar- Liebenrood, Shaluta, Williams) • Follow up will occur at the next administrative team meeting to review the Walk-through Forms and Observations to review the amount of time spent on the specific strategies covered during the Cluster Meetings. (WT/Observations/Analysis Form- Scott) • When necessary, the Master Teachers will model the strategies in the classroom and/or team teach to ensure the successful implementation of the strategies. Schedule of observations from the Master Teacher will show the number of times and the strategies modeled within classrooms (MT Schedule- Liebenrood, Shaluta, Williams). • The principal will follow up by meeting with any teacher who is not implementing the strategies, will provide assistance, and will document the meeting in writing (Letters-Scott).
5. The Tier I Team, will analyze all aspects of the school, including test scores, environment surveys, parent surveys, etc. to determine students needing additional interventions.	Principal/Angelia Scott	September 2008	<p>Data notebooks will be analyzed to determine instructional strengths and weaknesses in order to plan professional development opportunities that would enhance student achievement.</p> <ul style="list-style-type: none"> • The Tier I Team will meet following each Universal Screening time to review MAP, DIBELS and pre/post data. (Meeting minutes- Gadson) • The Team will identify Tier I students. • The Team will suggest Research Based Strategies to provide individual assistance based on student needs, and will document the meeting in writing (Intervention Logs –Teachers, Scott).
6. The Tier I Team will meet with teachers bi-monthly to progress monitor students in need of interventions based on MAP, DIBELS and pre/post data.	Principal/Angelia Scott	September 2008	<p>Data notebooks will be analyzed to determine instructional strengths and weaknesses in order to plan professional development opportunities that would enhance student achievement.</p> <ul style="list-style-type: none"> • The Tier I Team will meet following each Universal Screening time to review MAP, DIBELS and pre/post data. (Meeting minutes- Gadson) • The principal will follow up by meeting with any teacher who is not progressively completing the interventions,

and will document the meeting in writing (Remediation Plan, Letters-Scott).

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 2009, the principal will make available individualized professional development opportunities tailored to meet the needs of the staff in order to meet the student achievement goals established within this plan and listed below:

Goal 1: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase their overall MAP Reading score by the predetermined growth rate as measured by the Spring MAP test. Reading achievement calculations were determined according to NWEA National Growth Norms.

Goal 2: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase their overall MAP Math score by the predetermined growth rate as measured by the Spring MAP test. Math achievement calculations were determined according to NWEA National Growth Norms.

Goal 3: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase their overall MAP Science score by the predetermined growth rate as measured by the Spring MAP test. Science achievement calculations were determined according to NWEA National Growth Norms.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The principal will make available a collection of courses, for teachers that align professional development with instructional practice to build content knowledge and practical techniques to enhance student achievement.	Principal/Angelia Scott	August 2008	The Staff Development Plan is to provide the opportunity for improved curriculum and instruction, to create elemental shifts in how teachers deliver information to students, and to create an environment in which teachers are open to learning about and trying new educational strategies. <ul style="list-style-type: none"> Teachers, with the help of the Leadership Team, use the school plan, cluster goals, and any teacher evaluation information from individual observations to establish Individual Growth Plans. (IGPs- Master Teachers) Individual Staff Development Plans will be developed with teachers who are not progressively improving to provide individual assistance based on their needs. (ISDP-Scott) Sign-in sheets will be collected to document attendance. (Scott) Feedback sheets will be collected from participants, and will be analyzed to determine the effectiveness of the course. (Scott)

<p>2. The Leadership Team will conduct monthly observations, meet with teachers to reflect on observations, and plan actions for cluster meetings that meet the needs of the teachers.</p>	<p>Principal/Angelia Scott Asst. Principal Master Teachers</p>	<p>October 2008</p>	<p>The information gathered from formal and informal observations will inform Cluster Action Plans.</p> <ul style="list-style-type: none"> • At the Leadership Team meeting each week, the team will outline a drop-in schedule for the week and will implement it during the week. (LT Meeting Minutes- Scott) • A master calendar of all observations and the times they are held will be compiled by the Leadership Team (Observation Schedule- Linda Gray) • Follow up will occur at the next administrative team meeting to review the Walk-through Forms and Observations to develop an Action Plan for Cluster Meetings. (Cluster Schedule- Master Teachers)
<p>3. The Leadership team will provide in-service on the instructional rubric which are components of effective teaching and learning through which are on the walk-about evaluation instrument.</p>			<p>Providing professional development through the Master Teachers supports the achievement of this goal.</p> <ul style="list-style-type: none"> • At the Leadership Team meeting each week, the team will outline a drop-in schedule for the week and will implement it during the week. (LT Meeting Minutes- Scott) • A master calendar of all cluster meetings and the times they are held will be compiled by the Master Teachers. (Master Calendar- Liebenrood, Shaluta, Williams) • Follow up will occur at the next administrative team meeting to review the Walk-through Forms and Observations to review the amount of time spent on the specific strategies covered during the Cluster Meetings. (WT/Observations/Analysis Form- Scott) • When necessary, the Master Teachers will model the strategies in the classroom and/or team teach to ensure the successful implementation of the strategies. Schedule of observations from the Master Teacher will show the number of times and the strategies modeled within classrooms (MT Schedule- Liebenrood, Shaluta, Williams). • The principal will follow up by meeting with any teacher who is not implementing the strategies, will provide assistance, and will document the meeting in writing (Letters-Scott).

4. The Leadership team will attend school level cluster meetings once a week.			<p>Providing professional development through the Master Teachers supports the achievement of this goal.</p> <ul style="list-style-type: none"> • At the Leadership Team meeting each week, the team will outline a drop-in schedule for the week and will implement it during the week. (LT Meeting Minutes-Scott) • A master calendar of all cluster meetings and the times they are held will be compiled by the Master Teachers. (Master Calendar- Liebenrood, Shaluta, Williams) • Follow up will occur at the next administrative team meeting to review the Walk-through Forms and Observations to review the amount of time spent on the specific strategies covered during the Cluster Meetings. (WT/Observations/Analysis Form- Scott) • The principal will follow up by meeting with any leadership team member who is attending Cluster meetings, will provide assistance, and will document the meeting in writing (Letters-Scott).
5. The Principal will provide in-service on the Designing and Planning rubric which are components of effective planning.			<p>Providing professional development through the Master Teachers supports the achievement of this goal.</p> <ul style="list-style-type: none"> • At the Leadership Team meeting each week, the team will outline a Planning Session schedule for teams. (LT Meeting Minutes- Scott) • When necessary, the Master Teachers will model the strategies for effective planning to ensure the successful implementation of the strategies. (MT Schedule- Liebenrood, Shaluta, Williams). • The principal will follow up by meeting with any teacher who is not implementing the strategies, will provide assistance, and will document the meeting in writing (Letters-Scott).

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 2009, the district administration of FD3 will demonstrate support of the academic achievement student goals and the principal goals at MSE by providing on-site support and resources to monitor educator and student performance as measured by the student achievement goals listed below.

Goal 1: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase their overall MAP Reading score by the predetermined growth rate as measured by the Spring MAP test. Reading achievement calculations were determined according to NWEA National Growth Norms.

Goal 2: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase their overall MAP Math score by the predetermined growth rate as measured by the Spring MAP test. Math achievement calculations were determined according to NWEA National Growth Norms.

Goal 3: By April 1, 2009, 70% of the targeted that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase their overall MAP Science score by the predetermined growth rate as measured by the Spring MAP test. Science achievement calculations were determined according to NWEA National Growth Norms.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The district leadership team will provide in-service on the instructional rubric which are components of effective teaching and learning through which are on the walk-about evaluation instrument.	Superintendent/ Beth Wright, Senior Director of Accountability/ Laura Hickson, Senior Director of Academic Improvement/ Dianne Oliver, Senior Director of Student Services/ Yvonne Scott District-hired Consultant/ Patricia Chandler, Senior Director of Special Services/ Juanita Wilson, Senior Director of Instruction/ Barbara Woodbury	Aug. 2008	The district' leadership team will ensure that MSE's school leadership team will participate in on-going in-services on the instructional rubric. Follow up meetings will be scheduled based on the minutes of the previous meeting. Minutes and agendas will be maintained for documentation purposes. The school leadership team will train the teachers on components of effective teaching and learning during cluster meetings based on the information obtained from the district rubric training. This will be documented in their cluster meeting record. The components of the instructional rubric are on FSD3's walk-about instrument used for teacher observations. (Barbara Woodbury)

2. The district leadership team will attend school level cluster meetings once a month.	Superintendent/ Beth Wright, Senior Director of Accountability/ Laura Hickson, Senior Director of Academic Improvement/ Dianne Oliver, Senior Director of Student Services/ Yvonne Scott District-hired Consultant/ Patricia Chandler, Senior Director of Special Services/ Juanita Wilson, Senior Director of Instruction/ Barbara Woodbury	Sept. 2008	The district' leadership team will ensure that MSE provides weekly cluster meetings at the school level. Evidence of this will be noted in their cluster meeting minutes. (Barbara Woodbury)
3. The district leadership team will conduct periodic site visits (a minimum of 20 per semester) to MSE using FSD3 "Walk-About" observation instrument and provide feedback to the building principal.	Superintendent/ Beth Wright, Senior Director of Accountability/ Laura Hickson, Senior Director of Academic Improvement/ Dianne Oliver, Senior Director of Student Services/ Yvonne Scott District-hired Consultant/ Patricia Chandler, Senior Director of Special Services/ Juanita Wilson, Senior Director of Instruction/ Barbara Woodbury	Sept. 2008	The district leadership team will visit MSE school as a team and individually to observe teachers and provide written instructional feedback. Copies of "Walk-About" observation forms along with feedback will be given to teachers as well as kept on file in the office as documentation. The district team will conduct 20 observations per semester. Suggestions and/or recommendations will be noted on the walk-about form, if needed. (Barbara Woodbury)
4. The district leadership team will provide three Master teachers at the school level in order for MSE to better implement the TAP instructional rubric.	Superintendent/ Beth Wright	August 2008	The superintendent will hire three master teachers. There will be a master teacher for each content or grade span area. The Master teachers will be responsible for conducting cluster meetings, modeling best practices instructional strategies, and supporting teachers. (Barbara Woodbury)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2: By April 1, 2009, the district administration of FD3 will demonstrate support of the academic achievement student goals and the principal goals at MSE by providing the funds for the necessary resources, curriculum planning time, and professional development necessary to effectively implement instructional strategies necessary to meet the student achievement goals.

Goal 1: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will increase their overall MAP Reading score by the predetermined growth rate as measured by the Spring MAP test. Reading achievement calculations were determined according to NWEA National Growth Norms.

Goal 2: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will increase their overall MAP Math score by the predetermined growth rate as measured by the Spring MAP test. Math achievement calculations were determined according to NWEA National Growth Norms.

Goal 3: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will increase their overall MAP Science score by the predetermined growth rate as measured by the Spring MAP test. Science achievement calculations were determined according to NWEA National Growth Norms.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation
List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.			<i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The district leadership team will collaborate with the leadership team at MSE every 9 weeks to identify and provide resources to schools that will help ensure effective implementation of the A-5 curriculum that will be used to teach the S.C. academic standards.	Superintendent/ Beth Wright, Senior Director of Accountability/ Laura Hickson, Senior Director of Academic Improvement/ Dianne Oliver, Senior Director of Student Services/ Yvonne Scott District-hired Consultant/ Patricia Chandler, Senior Director of Special Services/ Juanita Wilson, Senior Director of Instruction/ Barbara Woodbury	July 2008	The district’ leadership team will ensure that MSE receives necessary instructional resources in order for the school to fully teach the S.C. academic standards through the continued implementation of the A-5 curriculum to improve student achievement. (Barbara Woodbury)

<p>2. The district leadership team will create and work with Content Teams to use the district's compilation of Anderson 5 Curriculum changes, additions, and revisions to develop new ELA, Math, and Science lessons/units.</p>	<p>Superintendent/ Beth Wright, Senior Director of Accountability/ Laura Hickson, Senior Director of Academic Improvement/ Dianne Oliver, Senior Director of Student Services/ Yvonne Scott District-hired Consultant/ Patricia Chandler, Senior Director of Special Services/ Juanita Wilson, Senior Director of Instruction/ Barbara Woodbury</p>	<p>July 2008</p>	<p>The Content Teams will collaborate a minimum of 3 times per year to develop necessary changes, additions, and revisions in the Anderson 5 curriculum which will be linked directly to the SC academic standards. If new lessons or units need to be written, this will be done in order to fully implement and accomplish their stated goals. (Barbara Woodbury)</p>
<p>3. The district leadership team will survey the administrators, teachers, and paraprofessionals to help determine current professional development needs of the staff to assist them with the implementation of the A-5 curriculum that will be used to teach the SC academic standards.</p>	<p>Superintendent/ Beth Wright, Senior Director of Accountability/ Laura Hickson, Senior Director of Academic Improvement/ Dianne Oliver, Senior Director of Student Services/ Yvonne Scott District-hired Consultant/ Patricia Chandler, Senior Director of Special Services/ Juanita Wilson, Senior Director of Instruction/ Barbara Woodbury</p>	<p>Sept. 2008</p>	<p>The district's leadership team will assist in determining LCE's professional development needs in order to support and assist in providing what is needed for the staff to fully implement and accomplish their goals that will increase student achievement. District leaders will administer school leaders and teachers the Implementation of FCSD3 Designated Curriculum for PK-8 based on the Anderson 5 Implementation Rubric to rate the overall Anderson 5 implementation process twice a year. (Barbara Woodbury)</p>

<p>4. Based on the professional development needs from the survey, the district leadership team will provide funds for teachers and the leadership team to participate in on-going professional development that supports the use of best practices for teaching and learning that will improve student achievement.</p>	<p>Superintendent/ Beth Wright, Senior Director of Accountability/ Laura Hickson, Senior Director of Academic Improvement/ Dianne Oliver, Senior Director of Student Services/ Yvonne Scott District-hired Consultant/ Patricia Chandler, Senior Director of Special Services/ Juanita Wilson, Senior Director of Instruction/ Barbara Woodbury</p>	<p>Sept. 2008</p>	<p>The district' leadership team will ensure funding that allows MSE to participate in on-going professional development on best practices for teaching and learning of the academic standards through the implementation of A-5 Curriculum. Feedback/evaluation forms from participants will be kept on file. (Barbara Woodbury)</p>
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Classworks- Is K-12 computer-based instruction aligned to State Standards that delivers targeted instruction by prescribing individual learning paths.

Cluster Records- Cluster Records include sign-sheets, goals, specific agendas with strategies to be implemented and follow-up data to be collected by the teacher. A weekly schedule with specific teachers listed in which the Master Teacher will be modeling, coaching and/or team-teaching for follow-up are included in the records.

DIBELS- Dynamic Indicators of Basic Early Literacy Skills (**DIBELS**) are a set of standardized, individually administered measures of early literacy development.

Intervention Block- Students are grouped homogenously across grade levels according to their RIT band level. The content of the Block will follow a two week rotation (Math two weeks followed by Reading two weeks).

MAP- Measure of Academic Progress (MAP) a state- aligned computerized adaptive assessment program.

PACT- Palmetto Achievement Challenge Test is a standards-based accountability measurement of student achievement in four core academic areas - English language arts (ELA), mathematics, science, and social studies.

TAP- The Teacher Advancement Program that gives teachers opportunities to learn better teaching strategies and holds them accountable for their performance.

TEAM- TEAM (Together Everyone Achieves More) is an after school program which focuses on sports by tying sports into instruction

Universal Screening Period- Period of time when all students are MAP and/or DIBEL tested.